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ABSTRACT

The document is designed to facilitate the planning and administrations of programs for handicapped children in Iowa by providing a listing of the Iowa Departmental Rules which are enclosed in boxes throughout the document and followed by explanations and interpretations. The classes of children eligible for special education and the services to be made available to them are described. Examined are program dimensions such as planning, approval and reimbursement, records and reports, personnel, pupil identification, classrooms, summer programs, and transportation. Requirements such as class size and diagnostic criteria for sponsoring programs for children who have physical, communication, auditory, emotional, social, visual or intellectual handicaps are discussed. The skills and tasks appropriate to directors of special education programs, special consultants, school psychologists, school social workers, itinerant teachers, and resource room teachers are explained. The document employs a topical rather than an ordinal organization. (GW)

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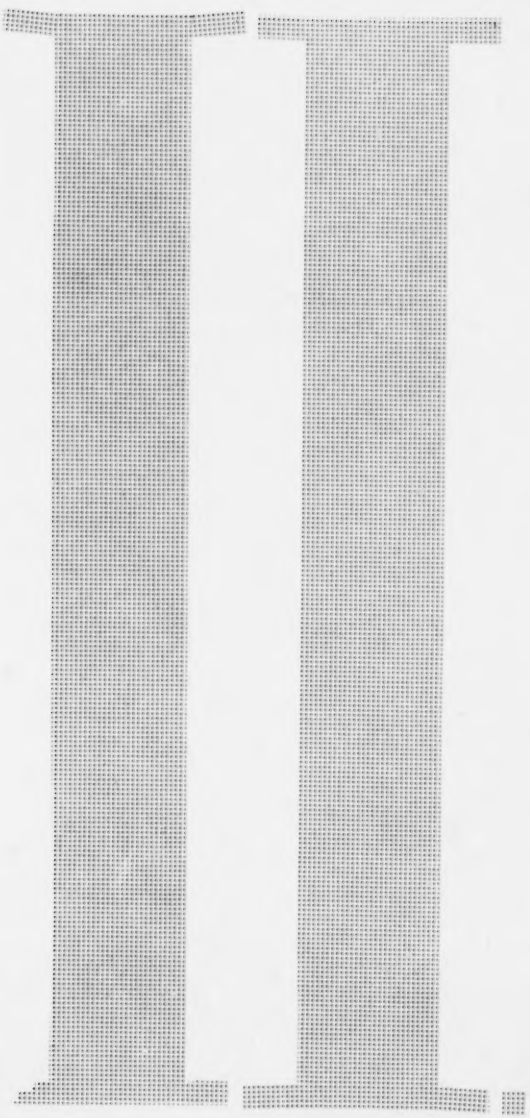
SPECIAL RULES OF EDUCATION EXPLAINED



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Chapter I

INTRODUCTION

Purpose.--

Rules of Special Education Explained: II is a document designed to facilitate the planning and administration of programs for handicapped children in the State of Iowa by providing a ready resource which contains the Iowa Departmental Rules and their interpretation. The rules relating to special education were adopted by the State Board of Public Instruction, October 30, 1966, as authorized by section 257.25 and 281.3 (12) of the 1966 Code of Iowa. Following the adoption of the rules by the State Board of Public Instruction they were approved by the Attorney General and the Legislature's Departmental Rules Review Committee.

It should be realized that the rules contained in this document are not the only rules regulating special education. Where applicable, the Standards for the Approval of Schools (containing standards, regulations, and rules for the approval of all public and non-public nursery, kindergarten, elementary, junior and senior high schools) must also be observed.

First revision.--

This document is the first revision of the Rules of Special Education Explained, originally published in February, 1967. Rules of Special Education Explained: II replaces the original document in total and where differences occur, the content of the revised document supercedes any previous publication on rules and regulations.

Organization of the document.--

Rules of Special Education Explained: II uses a topical organization rather than an ordinal organization as was used in the original publication. This change has been made to allow more expeditious use of the document with a limited amount of cross-references. While the topical organization has definite advantages, it must be realized that the rules do not appear in sequential order as in the Iowa Departmental Rules. However, the rules have not been altered in anyway other than sequence and are numbered as they appear in the Iowa Departmental Rules.

The rules are enclosed in boxes throughout the document and are followed by an explanation and interpretation. Cross-references are made where cogent or thought to be helpful. Even though Rules of Special Education Explained: II is designed to serve as a reference, educators responsible for providing leadership in special education will find it necessary to read the complete document before the reference benefit will be realized.

Mandatory special education services.--

12.18 (281) When provisions mandatory

For purposes of meeting the requirements placed on junior and senior high schools by the provisions of section 257.25, subsection 8, paragraph c, the provisions of the foregoing rules shall be applicable. Said provisions shall be made either directly within such schools or indirectly through payments of tuition or other authorized expenses.

mandatory special education

The preceding section of the 1966 Code of Iowa in concert with Senate File 409 passed by the Sixty-third General Assembly mandates special education services for all handicapped children who are or otherwise would be enrolled in Iowa public schools, from kindergarten through grade twelve. Senate File 409, effective July 1, 1969, does not change the scope of special education services as defined in Rules of Special Education Explained: II. The types of programs approved, handicapping conditions served and eligibility requirements remain the same as described. In order for each school district to maintain an approved status, it is necessary for each district to provide special education services for all of the handicapped children who are or otherwise would be enrolled in the school district.

The content of Senate File 409 is shown below.

SENATE FILE 409

AN ACT

RELATING TO THE REQUIREMENT THAT SCHOOL DISTRICTS MADE PROVISION FOR SPECIAL EDUCATION SERVICES TO ALL CHILDREN ENROLLED IN THE PUBLIC SCHOOLS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Sectional. Section two hundred fifty-seven point twenty-five (257.25), Code 1966, as amended by chapters two hundred twenty-seven (227), two hundred twenty-eight (228), and two hundred twenty-nine (229), Acts of the Sixty-second General Assembly, is hereby further amended by inserting after subsection four (4) the following new subsection:

"Provision for special education services and programs, which may be shared by public schools, shall be made for children requiring special education, who are or would otherwise be enrolled in kindergarten through grade eight of such schools."

Sec. 2 Chapter two hundred eighty (280), Code 1966, is hereby amended by adding there to the following new section:

"The board in each school district shall make provision whereby special education services are made available to all handicapped pupils enrolled in kindergarten and all grades of its schools. Programs offered under this section shall comply

with rules and standards promulgated by the state board of public instruction and shall be subject to approval and reimbursement of excess costs as provided in chapter two hundred eighty-one (281) of the Code. Programs offered under this section may be carried on by cooperative arrangements between districts and county board of education as provided by chapter two hundred eighty-one (281) of the Code."

Chapter II

CHILDREN REQUIRING SPECIAL EDUCATION

Special education programs and services defined.--

handicapping conditions

12.1 (2) "Children requiring special education" are defined to include the following classes of handicapped children:

The classes of handicapping conditions include the following categories:

1. crippled or health impaired
2. visually handicapped
3. hearing handicapped
4. speech handicapped
5. emotionally maladjusted
6. mentally retarded
7. specific learning disabilities

The definition, eligibility requirements, class size, and personnel requirements for service to each of the above handicapping conditions is discussed in Chapter IV, "Programs for Handicapped Children and Youth."

SPECIAL EDUCATION

12.1 (281) Definitions.

The following terms shall have the following meanings:

special education defined

12.1 (1) "Education for children requiring special education" shall include classes, programs, therapy, supplemental assistance, special equipment, special materials, special transportation, payment of tuition, supplemental services, or other activities, singularly or in combination, provided to handicapped children.

"Education for children requiring special education" includes at least ten distinct facets. In meeting the individual needs of pupils other activities may be found to be an appropriate tool of education. For better understanding of the terms used in this rule, each term is defined in the following discussion.

Classes

a. Full time special classes which meet the chronological age span and pupil load limit set forth in 12.16 of the Iowa Departmental Rules may be established for the handicapping conditions listed on the following page.

--crippled or other health impaired
--specific learning disabilities
--communication handicap involving a language disorder
--deaf or severely hearing handicapped
--emotionally disturbed
--socially maladjusted
--visually handicapped
--educable mentally retarded
--trainable mentally retarded

Such classes may be established at the nursery (preschool), primary, intermediate, secondary, and post-secondary levels.

b. Resource room special classes may be established for various handicapping conditions as approved by the State Division of Special Education.

2. Programs

Programs refer to the activities and services provided through employment of special staff to administer, direct, supervise and conduct special education services. Such staff would include, but not be limited to:

--a director of special education
--special consultants
--speech clinicians
--school psychologists
--hearing clinicians
--school social workers
--physical therapists
--occupational therapists
--special teachers
--work study coordinators
--matrons and aides

3. Therapy

Therapy refers to the services provided by occupational therapists and physical therapists.

4. Supplemental instruction

Supplemental instruction refers to tutorial type instruction, on an itinerant teacher or resource room teacher basis, for pupils who require, because of their handicapping conditions, additional instruction to satisfactorily meet the requirements of the program in which they are enrolled. Such instruction shall be provided only for the period of time during which the pupil is unable to participate satisfactorily in the regular classroom program without specialized instruction. Home or hospital instruction, including the use of electrical school-to-home (hospital) telephone, may be established for pupils who, because of a handicapping condition, are unable to attend school. Electrical school-to-home (hospital) equipment shall be acquired and installed according to guidelines prescribed by the Division of Special Education.

5. Supplemental assistance

Supplemental assistance refers to non-instructional service which may be provided when required by a handicap which renders a pupil enrolled in the regular or special classroom incapable of utilizing regularly available resources.

6. Special equipment

Special equipment refers to those approved devices which are used, either by the pupil or specialist, to aid or supplement the instruction or service to a handicapped pupil. Approval to purchase special equipment is predicated upon the basis that the equipment is a device which is not specifically designed for the needs of a particular pupil, but rather to the needs of a categorical group of pupils. Consideration must also be given to availability of equipment from other agencies.

7. Special materials

Special materials include those materials handicapped pupils need which are not part of the school's basic educational materials.

8. Special transportation

Special transportation is transportation other than or in addition to what the pupil would receive if not handicapped. Special transportation would be present in the transportation of handicapped pupils to another school district for special education services. This service also includes transporting handicapped pupils in and about the school (carrying, lifting, etc.).

9. Payment of tuition

Payment of tuition may be made to a receiving district when an appropriate instructional program is not available in the resident district.

10. Supplemental services and other activities

Supplemental services and other activities provide an option for approval of a program not covered in one of the foregoing items, based upon prior approval of the Division of Special Education.

It should be noted that some pupils may only require one of the above types of programs while others may require several types of service. The educational status and abilities of each pupil enrolled in a special education program shall be evaluated periodically by appropriate special education personnel and other professional personnel, as indicated by the handicapping condition, to determine need and eligibility for continued special education services.

Chapter III

PROGRAM PLANNING AND ADMINISTRATION

Planning.--

12.4 (281) Local educational units

To initiate, organize, and operate services for children requiring special education, local educational units shall:

12.4 (1) Preliminary plan. Initiate special education services only after careful planning which insures sound establishment of such services, proper identification of children, meeting of required standards, and continuity of instruction which includes follow up activities at all levels consistent with needs of the handicapped child and necessary expansion of services. Services may be established independently by a single school district or jointly by two or more contiguous school districts or in cooperation with an intermediate unit.

preliminary plan

To insure that education for pupils requiring special education is logically and appropriately initiated, organized and maintained a careful study of the school population must be made. After collecting such data a plan is developed which will meet the needs of the pupils. In effect, a master plan is designed and then segments of the total plan can be implemented in a logical, efficient and economical manner. The detailed plan should include immediate and long range goals as well as indicating which services, if any, will be of cooperative sponsorship and the nature of the joint agreement.

12.4 (2) Planning considerations. In planning, specifically consider the number of handicapped pupils necessary to accommodate appropriate groupings according to nature and severity of handicaps, ages of children, and educational objectives at all educational levels, and shall provide for appropriate and continuing identification procedures. Evidence of adequate planning shall be made available to the Division of Special Education upon request and shall be considered in the approval of Special Education services.

planning considerations

This rule is a further amplification of considerations to be included in the preliminary plan discussed in rule 12.4 (1). When an application for a program is submitted to the State Division of Special Education, the State Division of Special Education may require a copy of the plan designed in the local area before approval for the program is granted.

12.4 (5) Sequential program. Provide special instructional services only as a part of a sequential program designed to fulfill the educational and developmental goals, including vocational training and guidance, which are commensurate with the abilities of handicapped children enrolled and for whom the special service provided has been recommended by approved special educational personnel.

sequential program

A program cannot be considered to be total or complete unless it provides for special instructional services at the nursery (preschool) school, primary, intermediate, secondary, post-secondary levels. In the plan designed by local educational units, the units must show the relationship of one program to another in terms of sequential structure. For example, mentally retarded pupils do not remain at the primary level indefinitely. Plans must be formulated which will provide for instruction at the five levels indicated above as the student is ready for each. Vocational training and guidance must be integral parts of the school's programs for handicapped pupils.

12.4 (6) Economy of effort. Insure that special class curricula utilize portions of regular school curricula whenever reasonable and consistent with the needs of children enrolled in the special class.

economy of effort

It is imperative for reasons of efficiency, economy, and sound educational principles that whenever possible portions of the regular school curricula be used by handicapped pupils. In some cases handicapped pupils can attend certain classes without special modification or consideration, however, many other classes can be utilized when minor considerations are extended to handicapped pupils. In other instances a regular faculty member can conduct a class exclusively for the handicapped, for example, the art teacher may offer one or more classes of art for the mentally retarded class.

Program approval and reimbursement.--

12.6 (281) Approval conditions.

Each approved public school system shall have equal opportunity for approval of programs and reimbursement of excess costs for special education services and shall observe the following additional conditions:

approval conditions

12.4 (3) Filings. Submit the following:

a. Application for the approval of individual programs for which full-time special personnel are not employed before the program is initiated. Individual programs are defined as "Programs established specifically for one child including but not limited to special transportation, home or hospital instruction, provision of special equipment,

supplemental instruction, and other special services."

b. Approval applications for the operation of special classes and the employment of special personnel during the ensuing summer or the following academic year. These shall be submitted annually before June 20 to be eligible for approval. Application for approval of programs to be initiated after the beginning of the regular academic school year (August) shall be submitted at least 30 days before the program is scheduled to be initiated.

filings

Individual Programs

Application for approval of individual programs (as defined in the rule) will be submitted on a form provided by the State Division of Special Education. The forms are available from the State Division of Special Education upon request. The form must be completed in full and in accord with instructions indicated on the form.

Group Programs

Application for group programs and employment of special personnel will be submitted on a form provided by the State Division of Special Education. The forms and instructions are available from the State Division of Special Education upon request. The application form must be completed and submitted to the State Division of Special Education for approval not later than August 15 for the following academic year. Applications for approval of programs developed after August 15 must be submitted at least 30 days prior to the date the local district wishes to begin the program. The purpose of this requirement is to allow for mailing time, processing time, State Division of Special Education evaluation, and return to the district in time to meet the local units' wishes or to permit modification of the plan, if necessary, to meet approval requirements and still be operative at the time originally designated.

12.4 (7) Written approval obtained for services. Insure that special written approval has been obtained from the State Division of Special Education prior to initiating special education services involving the employment of special personnel which are employed part-time in special education and part-time in another capacity within the school or part-time in two or more of the special education personnel areas.

personnel serving in two areas

Only in rare cases will a local education unit find it necessary to employ one person part-time in both special education and some other area of education (such as teaching or administration) or part-time in more than one of the special education personnel areas. If such a situation should become imminent and the person is appropriately certificated, a request for approval (including statement of intent, reason for need, and justification of such assignment) shall be directed to the State Division of Special Education. A dual appointment shall not commence until the local education agency has received written approval from the State Division of Special Education.

advance payment of claims

12.6 (1) Advance payment. The cost of any program must be paid by the school system before reimbursement can be claimed.

Financing of special education is based upon a reimbursement philosophy established by state law. Thus, local school systems must budget and expend money for the cost of special education and then be reimbursed by the State Department of Public Instruction.

claims prorated

12.6 (2) Claims prorated. State reimbursement for the excess costs of approved programs shall be prorated if appropriated funds are insufficient to reimburse audited claims in full.

In past years sufficient money has not been appropriated by the state legislature to fully implement the intent of Chapter 281, Iowa Code. For this reason, whenever sufficient funds are not appropriated, reimbursement will be computed on a pro rata basis.

computation on an annual basis

12.6 (3) Computation basis. Computation of state reimbursement shall be computed on an annual basis (July 1 through June 30).

Financial acccunting requires definitive beginning and ending dates. The application for reimbursement should include programs for the current year and programs operated during the preceeding summer.

time for claim

12.6 (4) Time for making claim. Reimbursement claims for all approved special education services and programs shall be submitted upon completion of the school year and prior to June 20.

Only programs previously approved may be claimed for reimbursement. According to the Code of Iowa, 281.10, claims must be submitted on or before June 20 of the reimbursement year.

Records and reports.--

certifying handicap

12.4 (4) Records kept Keep in its files required evidence of the existence of a handicap and approval of the pupil's participation in the program.

Chapter 281, Iowa Code, requires certification, by competent authorities, of the eligibility of students requiring special education for admission to or discharge from, special schools, classes or instruction. To meet this requirement evidence of the existence of the handicapping condition/s, signed by an approved and appropriate professional, must be kept in official school files.

records and reports

12.5 (3) Records and reports. Maintain sufficient records and reports to assure continuity and effective program planning and shall submit to the Division of Special Education records specifically requested.

Just as cumulative record and report cards are important to record educational attainment of pupils in regular classrooms so too is it imperative that certain special reports be initiated and maintained by special education personnel. The nature of special education especially requires adequate records for continuity both for the student and for the total program. Reports are required to keep administrators and boards of education advised and alerted to program operation.

12.2 (281) Reporting need status.

To promote education for children requiring special education, special education personnel shall periodically, on forms provided, report to the State Division of Special Education and to local school administrators the nature and extent of present special education services and indications of present and projected needs for such services.

reporting need status

Since passage of Chapter 281, Iowa Code, the State Division of Special Education has required certain reports to assist in program evaluation as well as to determine special education needs statewide. When such reports are required, forms are mailed to appropriate special education personnel. The report content changes periodically based upon needs for specific information.

Special education personnel.--

12.14 (281) Authorized personnel.

The following types of special education personnel are authorized to be employed by a local educational agency:

authorized personnel

Local educational agencies may employ directors of special education, special consultants, speech clinicians, school psychologists, hearing clinicians, school social workers, physical and occupational therapists, hospital teachers and teachers of the homebound, teachers for specific handicapping conditions, supplemental teachers, matrons and teacher aides, work study coordinators and work adjustment coordinators.

12.3 (281) Delegation of authority.

To adequately supervise education for children requiring special education, locally employed directors of special education shall be delegated authority for the administration, supervision, and coordination of all special education activities and personnel within the school system or area served. Where more than one person of a particular specialty area is employed, the administrator will designate one as responsible for insuring program continuity and consistency.

delegation of authority to directors

Proper supervision of special education activities requires specialized knowledge of the various handicapping conditions. Certification requirements for Directors of Special Education insure that such personnel have had course work or experience in the several disciplines. In order to have effective, efficient, and economical special education services, provisions must be made for insuring program continuity and consistency.

Although this rule does not require appointment of a consultant in a special discipline based on a prescribed formula, it is anticipated that local educational units will employ such personnel when the number of personnel in the particular discipline warrants such a position.

12.5 (281) Special education personnel.

Special education personnel shall:

12.5 (1) Certification. Meet the Department of Public Instruction certification requirements for the position employed and shall meet the approval requirements of the State Department of Public Instruction as provided for particular services and programs.

certification of personnel

It is essential that personnel who provide special education to handicapped pupils be appropriately and specially trained to meet the particular needs the handicap presents. Thus, certification standards have been established for the disciplines within special education. Special education personnel must meet Iowa Department of Public Instruction certification requirements.

12.5 (2) Cooperation. Cooperate with other diciplines represented in schools and local and regional agencies in order that all possible resources may be explored and utilized to complement the special services provided.

cooperation

In meeting the needs of a handicapped pupil it is usually necessary to involve specialists, agencies, or other resources within or outside the school.

12.5 (3) Records and reports. Maintain sufficient records and reports to assure continuity and effective program planning and shall submit to the Division of Special Education records and reports specifically requested.

records and reports

Just as cumulative record and report cards are important to record educational attainment of pupils in regular classrooms, so too is it imperative that certain special records be initiated and maintained by special education personnel. The nature of special education especially requires adequate records for continuity both for the pupil and for the total program. Reports are required to keep administrators and boards of education advised and alerted to program operation.

12.5 (4) Facilities. Be provided by the local educational agency with office time, secretarial and clerical assistance, office space, supplies, equipment, and regularly available facilities as determined by professional standards to be appropriate to carry out assigned responsibilities and functions.

facilities

Certain aspects of special education require office time in order to adequately provide for handicapped pupils. Directors of Special Education, Special Consultants, Speech Clinicians, School Psychologists, Hearing Clinicians, and School Social Workers will particularly need office assistance and special teachers will need such help on occasion. Secretarial assistance for typing and maintaining records and reports is included as a part of office assistance. Regularly available facilities refer to classroom for special classes and rooms for social work counseling, psychological testing, clinical speech services, audiological assessment, and hearing rehabilitation. Particular requirements of a facility and equipment to the needs of the specialists using it must be in consonance with professional standards. Every effort should be made by the local education unit to bring existing facilities into accord with at least minimum standards and local units are encouraged to improve minimum facilities as time and finances permit.

12.14 (9) Teachers for specific types. Employed to teach children who are physically handicapped, emotionally disturbed, educable mentally handicapped, trainable mentally handicapped, visually handicapped, hearing handicapped, and children with specific learing disabilities. Itinerant or resource teachers may be employed for children with specific learning disabilities, visually handicapped children and hearing handicapped children.

teachers of handicapped pupils

Itinerant or resource teachers are differentiated from special class teachers in that the pupils served receive the major part of their instruction from an individual other than the itinerant or resource teacher.

12.14 (10) Supplemental teachers.

supplemental teachers

Supplemental teachers may be employed to provide instruction where necessary.

12.14 (11) Matrons and Teacher Aides.

matrons and aides

Matrons and aides may be employed to better meet the needs of handicapped pupils in special classes.

Pupil identification.--

12.9 (281) Identification services.

Identification services, including locating pupils with handicapping conditions through routine screening and evaluative testing of referrals from parents, teachers, physicians, or others, may be provided by the local educational agency to the general school population.

pupil identification

In order to provide services for the handicapped its is necessary to know how many pupils of each particular disability reside in the district. Evaluations must be administered to determine the nature and severity of the handicapping condition so that the pupil can be provided with an appropriate program.

Classrooms.--

12.7 (281) Classrooms.

Special classes and rooms for special education shall be at least equivalent in quality to regular classrooms in the system, located in buildings housing regularly enrolled children of comparable ages, and containing facilities in keeping with an educational program designed to meet the needs of the children enrolled. Rooms shall be sufficient to accommodate the use of special equipment and individual or small group instruction if necessary. Classes for trainable mentally handicapped children may be segregated from the general school population. In some cases, for compelling reasons, a local educational agency may find it necessary, on a temporary basis, to locate other special classes in a segregated facility. Approval to locate a special class in a segregated facility shall be obtained from the State Division of Special Education prior to the initiation of such a program. Annual re-approval is required.

classrooms

The purpose of this rule is to assist in conducting programs appropriate to the needs of handicapped pupils. Classes for trainable mentally handicapped pupils may be segregated from the general school population but services available to the general school population should be made available to the trainable mentally handicapped classes on a need basis. Should it seem imperative to segregate classes other than trainable mentally handicapped, prior approval must be obtained from the State Division of Special Education. Segregated classes must be planned as a temporary measure only and annual approval to continue such operation is required. Rooms used for special education shall be appropriate for the service provided, and, when in use, be regularly available without outside interruption.

Summer programs.--

12.4 (9) Summer programs. Insure that rules pertinent to programs, eligibility, equipment, materials, facilities, supervision and duties of personnel are observed in summer programs for children requiring special education.	summer programs

Summer programs for handicapped pupils are not significantly different from academic year programs as to warrant separate rules. Thus, these rules are applicable to programs the year around.

Transportation.--

12.10 (281) Transportation. Special transportation may be provided by the local educational agency for any pupil whose handicap or subsequent special education service requires him to be transported to and from or in and about school.	special transportation

Transportation may be a factor in the education of handicapped pupils. For this reason provision is made to reimburse excess transportation costs for a pupil to an approved special class, special center, or other special education facility. In addition, some pupils may require transportation in and about (carried from classroom to cafeteria, bus to class, up or down stairs, etc.). These excess costs are also reimbursable.

Special equipment.--

12.11 (281) Special equipment. Various types of special equipment and materials appropriate to meet specific educational needs of handicapped pupils may be provided by the local educational agency. Such equipment and materials shall be acquired, inventoried, and used according to guidelines established by the State Division of Special Education.	special equipment

Handicapping conditions frequently require special and modified materials and equipment. It should be noted that a request for equipment must be approved by the State Division of Special Education prior to purchase of special equipment. Equipment and materials in stock will be used prior to authorizing new purchases.

Tuition.--

12.8 (281) Tuition If the resident school of "children requiring special education" does not directly provide appropriate special education services, tuition may be paid to another school system which has agreed to provide appropriate special education services to such pupils.	tuition

This rule enables the tuitioning of handicapped pupils to other districts for special education services.

Preschool Programs.--

> 12.4 (8) Prerequisite program approval. Insure that preschool programs for handicapped children are established only after a "Proposed Program Plan," submitted on forms provided, has been approved by the State Division of Special Education.

nursery (preschool) programs

To initiate a nursery (preschool) school program for handicapped children, the local education unit must receive approval from the State Division of Special Education prior to program initiation.

Special approvals.--

> 12.15 (281) Special approvals.
>
> Special approval and reimbursement may be given for special education service for which specific provisions are not otherwise made or for experimental or demonstration type services involving new practices or procedures which show promise for future application in other schools. A plan shall be submitted on forms provided by the State Division of Special Education and approved by that Division before such programs are established.

special approvals

This rule permits experimentation and research opportunities to develop improved programs for handicapped pupils. The project application will be reviewed by a special committee appointed by the State Division of Special Education for this purpose. Approval for the project will be issued by the Iowa Department of Public Instruction. Usually an informal discussion between the local educational unit and appropriate personnel of the State Division of Special Education is held to obtain an understanding of what is being attempted and to insure that consideration is extended to factors relevant to the proposal. Following an informal discussion a formal plan must be submitted on forms available upon request. A program may not be initiated without approval of the State Division of Special Education.

Pupil eligibility.--

> 12.12 (281) Physician's report.
>
> Prior to placement in special classes for handicapped children, each pupil must be examined by a licensed physician; and the physician's report must be on file in the office of the Special Education Director or local school system.

physical examination prior to placement

In addition to other eligibility requirements, an examination by a licensed physician must be accomplished for each pupil to be enrolled in a special class for educable mentally handicapped, trainable mentally handicapped, specific learning disabilities, visually handicapped, hearing

handicapped, emotionally disturbed, and physically handicapped. The physician's report must be on file in the local education unit. If for religious reasons a physical examination cannot be obtained, a waiver may be granted, upon request, by the State Division of Special Education.

12.13 (281) Eligibility requirements.

Eligibility of children for special education shall, in addition to prescribed evaluations to determine diagnosis, meet the following requirements:

eligibility requirements

It should be noted that a diagnosis in and of itself is not authority for service. In addition to a professional diagnosis, requirements indicated for each handicapping area must be observed.

12.13 (7) Required mental capacity. Pupils enrolled in special education classes, other than those designated for the mentally handicapped, shall be capable of functioning at an intellectual level above that of a mentally handicapped pupil. In classes for educable mentally handicapped, special permission must be obtained from the State Division of Special Education prior to the placement of a pupil with a measured IQ of 80 or above on an individual test of intelligence administered by an approved psychologist. In classes for trainable mentally handicapped, special permission must be obtained from the State Division of Special Education prior to the placement of a pupil with a measured IQ of 30 or less on an individual test of intelligence administered by an approved psychologist.

required mental capacity

Chapter IV

PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH

Requirements for sponsoring programs for children who have physical, communication, auditory, emotional, social, visual or intellectual handicaps are discussed in the following pages. While in the Iowa Departmental Rules specific learning disabilities is included within the category of "crippled or other health impaired", it is treated separately in this document for the convenience of the special educator. Each discussion of the specific handicapping conditions contains (1) the definition of the handicapping condition, (2) diagnostic requisites for eligibility of service, (3) class size maximums and instructional personnel needed to serve the pupils.

Physically handicapped and health impaired and also specific learning disabilities*.--

1	a.	Children "crippled" or children who have "heart disease or tuberculosis, or who by reason of physical defects cannot attend the regular public school classes with normal children" shall include those children commonly identified as crippled or other health impaired. They are those pupils who suffer from physical disabilities or severe health impairments which make it impractical or impossible for them to participate in normal classroom programs without modification, provided that "physical disability" does not include handicapping conditions otherwise defined in this chapter. Pupils with specific learning disabilities are pupils who manifest an educationally significant discrepancy between their estimated intellectual potential and actual level of performance related to basic disabilities in the learning processes, which may or may not be accompanied by demonstrable central nervous system dysfunction and which are not secondary to generalized mental retardation, educational or cultural deprivation, severe emotional disturbance, or sensory loss.	definition

By definition of the foregoing rule, pupils who are crippled, deformed, or otherwise physically handicapped as well as those who have special health problems which interfere with their normal functioning in a regular classroom are eligible for special education. Included are physical disabilities

*Although included within the heading of physically handicapped and health impaired, the category of specific learning disabilities is discussed separately on pages 25 and 26.

resulting from congential or acquired anomalies (such as dislocated hips or joints, clubfeet, absence of limbs, spina bifida, cerebral palsy, lordosis, muscular dystrophy, cystic fibrosis, multiple sclerosis, cardiac anomalies, anemia, epilepsy, diabetes, allergies, malnutrition); acquired through accidents (such as burns, fractures, amputations) or through infections (such as poliomyelitis, tuberculois of the bones or joints, tuberculosis, osteomyelitis, arthritis). Programs for pregnant girls unable to attend regular classes may be approved under this rule.

12.13 (1) Crippled or other health impaired children. Diagnosis of crippling conditions and health impairments based upon a comprehensive physical examination by a licensed medical examiner. The Director of Special Education shall determine the eligibility of pupils with specific learning disabilities to receive services. Determination of eligibility shall be consistent with the pupil's needs as indicated by the following evaluations performed by approved examiners:

a. An evaluation of the pupil's educational functioning level.

b. A psychological evaluation including at least an individual test of intelligence.

c. An evaluation of verbal communication skills.

d. A physical examination including a neurological examination. — diagnosis

e. A vision examination.

f. An audiologic evaluation.

g. A psychiatric evaluation when appropriate.

h. Social case study.

Children shall be re-evaluated annually by appropriate specialist.

Children with physical handicaps or health impairments can generally be served in the regular classroom with special education assistance. Rarely will it be necessary to provide a special class for children with physical or health impairments. Teachers of physically handicapped or health impaired pupils placed in special classes must be appropriately certified.

12.16 (1) Crippled and other health impaired children. The number of pupils and the chronological age range of pupils enrolled shall not exceed the sum of fifteen except that the number of pupils shall not exceed ten in classes for specific learning disabilities. — class size

Enrollment in classes for children who are physically handicapped or health impaired may not exceed 15 pupils provided the chronological age range does not exceed one year. When the chronological age range exceeds one year, the maximum

enrollment may be computed by subtracting the actual age range (rounded to the next full year) from 15. If a matron is employed, an additional five students may be enrolled for a total of 20 pupils provided again that the formula is observed. In addition to established maximums, administrators should consider the nature and severity of handicaps when determining class size.

Maximum Class Size for Physically Handicapped and Other Health Impaired Pupils Based on Chronological Age Range

Chronological Age Range	-1	1	2	3	4	5	6	7	8	9	10
Number of pupils without matron	15	14	13	12	11	10	9	8	7	6	5
Number of pupils with matron	20	19	18	17	16	15	14	13	12	11	10

physical and occupational therapists

12.14 (7) Physical and occupational therapists. Employed to provide those specific therapies needed by handicapped pupils.

A Physical or Occupational Therapist shall:

1. Provide therapy to pupils as prescribed by appropriate professional personnel.

2. Provide information to the pupil's teacher and other appropriate school personnel to insure integration of the teaching and therapy program.

3. Maintain an individual record of therapy sessions for each pupil receiving treatment during a given school year.

hospital teachers and teachers of the homebound

12.14 (8) Hospital teachers and teachers of the homebound. Employed to provide instruction for pupils unable to attend regular classes because of a physical handicap.

A Hospital Teacher or Teacher of the Homebound shall:

1. Familiarize school personnel with the function of and services available from the Hospital or Homebound Teacher.

2. Develop and maintain a close working relationship with all teachers involved in the regular instructional program.

3. Develop an itinerary that will provide for the individual educational needs of the pupils served.

4. Provide the needed instruction for pupils who are homebound or hospitalized by reason of physical factors.

5. Maintain effective and necessary communication between the school and the parents of homebound or hospitalized pupils.

6. Assist in preparing the pupil to re-enter the classroom when he is physically able.

7. Maintain and disseminate appropriate records pertinent to the pupil enrolled for service.

Emotionally disturbed.--

12.1 e.	Children who are "emotionally maladjusted" shall include those children commonly identified as emotionally disturbed or socially maladjusted. They are those pupils who display an inability to develop or maintain satisfactory intrapersonal or interpersonal relationships.	definition

Special education programming for emotionally maladjusted pupils involves a variety of considerations based upon the severity of the pupil's problem, the dynamics of the problem, and the program opportunities that are available in a given area. Special education programming for emotionally maladjusted students may range from special adjustment within the regular classroom setting to enrollment in full time segregated classrooms for emotionally disturbed pupils. Programs for the emotionally maladjusted should be considered remedial in nature and as such, every attempt should be made to help a pupil adjust within the regular classroom situation before considering placement in other types of programs. Pupils who have been removed from the regular classrooms for purposes of instruction should be returned to the regular classroom setting as soon as they can make an appropriate adjustment.

Direct and/or consultative services should be provided by regularly employed school psychologists and school social workers in programs for the emotionally maladjusted pupil. Most typically these personnel would provide direct services to maladjusted pupils enrolled in regular classrooms, supportive services to their families, and consultative or liaison services to those pupils enrolled in special class programs for the emotionally maladjusted.

Resource room or itinerant teacher programs may be established for emotionally maladjusted pupils. To be eligible for such a program the pupil must have been diagnosed as emotionally maladjusted by a psychiatrist or an approved clinical psychologist. Such programs require the services of a school psychologist or a school social worker for the pupils enrolled and consultative services to the special teacher employed. No student may be scheduled in the resource room or be provided with services by an itinerant teacher or crisis teacher on a full day basis.

A diagnosis of an emotional maladjustment which is severe enough to require special class palcement must be made by an approved psychiatrist or clinical psychologist prior to placement of a student into a full time segregated special class for emotionally maladjusted pupils.

In addition, any pupil placed in such a full time special class must be under the continued care of an approved psychiatrist or clinical psychologist. In such programs, the liaison services between home, school, and attending psychiatrist or clinical psychologist shall be provided by school psychologists an/or school social workers.

Each pupil enrolled in a special program for emotionally maladjusted students shall be evaluated periodically, but no less than once a year and staffings held to determine the effectiveness of the program and the direction of future educational programming.

12.13 (5) Emotionally disturbed children. Evaluated by a psychiatrist or approved clinical psychologist and special education services provided shall be consistent with recommendations made by the examiner. An annual re-evaluation shall be made by appropriate specialists. — diagnosis

12.16 (4) Emotionally disturbed children. Enrollment shall not exceed ten pupils and the chronological age range shall not exceed four years. — class size

Class size is based upon two considerations: the total number of students and the chronological age range not exceeding four years. Resource and special class teachers of children who are emotionally disturbed or socially maladjusted must be appropriately certified.

Specific learning disabilities.--

The category of specific learning disabilities is sometimes confused with the general area of learning disorders. For the purposes of administering special education programs, children with specific learning disabilities can be thought of as children of low-average intelligence or above, who are severe underachievers, and who exhibit a disorder in one or more of the processes involved in understanding or in using spoken or written language. These may be manifested in the processes of reading, writing, spelling, arithmetic, listening, talking, or thinking. Often included in this group are some of the children who have been referred to as those having perceptual handicaps, minimal brain injury, minimal brain dysfunction, dyslexia, etc. While children with mental retardation, severe emotional disturbance, environmental disadvantage, or those who are visually handicapped, hearing handicapped, or physically handicapped often have learning disorders, they are not considered to be included in the specific learning disability category. — definition

The major emphasis of this program is on the premise that these children can learn adequately, but in one or more academic areas they are unable to efficiently learn by the instructional approach presented in the standard curriculum. Therefore, they need a very specific form of instruction based upon the individual learning patters of the child.

It is essential that all school personnel become familiar with the particular types of educational and behavioral problems experienced by children with specific learning disabilities. The special education

programming for these children necessarily involves the skills of members of a number of professions working as a team in the diagnostic, program development and instructional phases.

According to regulation no child can be placed in an approved program for children with specific learning disabilities unless the director of special education certifies the existance of a handicapping condition and recommends such placement. Prior to the decision for placement in such a program the child must receive a comprehensive series of examinations to include, but not limited to the following: a medical examination; a psychological examination, including at least an individual test of intelligence; a vision examination; a language evaluation; a speech evaluation; an audiological evaluation; and educational evaluation, and when appropriate for the case, a psychiatric evaluation. diagnosis

The instructional phase may be designed to be either remedial in nature or designed to help children with specific learning disabilities adjust to their deficiencies and to develop primarily through their abilities. These programs may utilize an itinerant teacher, resource room or self-contained classroom approach. Regardless of the approach, the curriculum will usually include work in the basis academic areas with the application of highly specialized instructional techniques. Normally most of these children can be appropriately educated in a resource or itinerant teacher program. Self-contained classroom programs are probably most effective with children with the more severe problems, especially those with concomitant moderate to severe behavior problems. Self-contained programs have a maximum class size of ten. class size

There are no specific requirements for certification of teachers of classes for children with specific learning disabilities. The general requirements that are presently stipulated for teachers of children with specific learning disabilities are that they must have a valid teachers certificate and be endorsed to teach at the appropriate level; primary, secondary, etc. Teachers that have a strong elementary education background plus additional training in remedial reading with course-work and experience teaching handicapped children are considered to be qualified for this type of program. teacher certification

Deaf and hard of hearing.--

> 12.1 c. Children who "are hard of hearing" shall include those children commonly identified as hearing handicapped. They are those pupils having a hearing loss which significantly restricts benefit from or participation in the normal classroom program and necessitates a modified instructional program. definition

Three distinct groups of students are included in this rule: the deaf and two classifications of hard of hearing.

Hard of hearing pupils are defined as those in whom the sense of hearing, although defective, is functional with or without a hearing aid, but whose hearing loss causes a communication problem rendering them unable to make full use of the regular school experience without special

education. Hard of hearing pupils are classified in two groups for special education consideration. The first group consists of pupils who do not exhibit language deficit as a result of their hearing loss and who benefit from programs which include such services as hearing conservation, amplification, auditory training, speechreading, etc. Such pupils are enrolled in regular classrooms of the school for instruction dealing with the curriculum areas. The second group of hard of hearing pupils consists of those who exhibit language deficit. Such pupils may be enrolled in regular classrooms of the school, attend resource classrooms for the hearing handicapped for a portion of the school day and the regular classroom for the remainder of the day, or depending upon the severity of handicap, may be enrolled full time in special classes for the hearing handicapped.

Deaf pupils are defined as those in whom residual hearing is not sufficient, even with a hearing aid, to develop language and communication skills upon which their education depends, unless specialized instruction is provided. Deaf pupils should be enrolled in special class facilities for the deaf. These facilities may be in the form of day classes contained in regular schools or in residential institutions specializing in the teaching of the deaf.

Special class programs for hard of hearing pupils shall be separate from those for deaf pupils. Specialized services for hard of hearing pupils shall emphasize the development and use of communication skills and language. Classes, specialized instruction and services for deaf pupils shall emphasize language development and curriculum subject matter appropriate to each pupil's grade level. Special education programs and services for all hearing handicapped pupils shall be provided with appropriate equipment and educational materials such as, but not limited to, (1) amplification equipment capable of providing the type and the level of amplification needed, (2) pertinent visual aids, and auditory habilitation materials, (3) audiometers, etc.

12.13 (3) Hearing handicapped children. Determination based upon:

a. An otologic examination and subsequent otologic examination (required at least every two years or as recommended by the otologist).

b. A vision examination.

c. An audiologic evaluation by an approved hearing clinician and subsequent evaluations made at the request of the teacher or as recommended by the hearing clinician.

c. A psychological evaluation.

diagnosis

12.16 (3) Hearing handicapped children. Eight pupils.

class size

The limit is eight pupils pertinent to day class facilities at each of the following levels:

Nursery school (ages 3 years through 5 years)
Primary (grades kindergarten-3)
Elementary (grades 4-6)
Intermediate (grades 7-9)
Secondary (grades 10-12)

A day class may not combine pupils from more than two consecutive levels listed above in achieving a maximum total enrollment of eight, with the exception that nursery school level and upper level day classes shall not combine pupils from other levels in any single class for nursery school or upper level pupils. Resource classroom teachers and itinerant teachers of hearing handicapped pupils shall enroll individual or small groups of pupils in keeping with the interpretation relating to other special education personnel. Resource and special class teachers of hearing handicapped pupils must be appropriately certified.

12.14 (5) Hearing clinicians. Employed to provide services necessary for the identification of public school pupils having hearing impairments and for planning and providing special education services for them.

duties of hearing clinician

A Hearing Clinician shall:

1. Engage in a program of hearing conservation services which include identification, remediation, referral, research, administative and consultative services.

2. Conduct approved group or individual puretone audiometrict screening evaluations of all school pupils.

3. Administer annual puretone audiometric (threshold) test to pupils with impaired hearing.

4. Assume responsibility for coordinating efforts of and contacting personnel needed to assess the type of special education needed by pupils with hearing impairments ranging from nursery school level to post high school vocational level programs.

5. Prepare and distribute reports designed to inform parents and teachers of the results of hearing tests and recommendations for services.

6. Provide, on a regularly-scheduled basis, individual or small group instruction for pupils needing auditory training, speech reading, amplification, or language development.

7. Maintain appropriate otologic, audiologic and educational records for each pupil known to have a hearing impairment.

8. Assist regular classroom teachers with an understanding of: the proper use of amplifiers, special seating, special teaching techniques; and, when indicated, enriching the language curriculum for hearing handicapped pupils.

9. Prepare and distribute appropriate reports to parents, teachers and administrators indicating achievement made by hearing-impaired pupils enrolled for individual or small group instruction.

10. Keep local school administrators informed as to the present and projected needs of hearing impaired pupils.

Mentally retarded.--

12.1 f. Children "intellectually incapable of profiting from ordinary instructional methods" shall include those children commonly identified as mentally handicapped. They are those pupils, who as a result of sub-average general intellectual functioning which is associated with impairment of maturation, learning, and social adjustment, are incapable of being educated profitably and efficiently through ordinary classroom instruction. "Sub-average general intellectual functioning" refers to performance which is greater than one standard deviation below the population mean on an approved individual test of general intelligence, administered by an approved examiner.	definition

12.13 (6) Mentally handicapped children. Diagnosis of mental retardation and subsequent recommendations for purposes of educational planning shall be based upon a comprehensive evaluation which includes investigation and testing of intellectual, physical, cultural, educational, medical, emotional, and sensory factors by approved examiners. Each child shall be re-evaluated by an approved psychological examiner at least once every three years.	diagnosis

These rules define the mentally retarded pupil, for educational purposes, as one who scores, on an individual psychological evaluation of general intelligence which is administered by an approved examiner, IQ 84 or below. In addition to an intellectual quotient of 84 or less, an approved examiner must certify that the pupil is mentally retarded before special class placement can be made. This evaluation must include an assessment of maturation, educational achievement, social and emotional adjustment, and physical condition inclusive of speech, vision, and hearing to insure appropriate diagnosis.

For educational programming the range of students who are functioning at the sub-average general intellectual level shall be grouped into two categories: educable mentally retarded and trainable mentally retarded. Distinctive types of programs are required for each category of students.

Educable mentally retarded: For educational purposes, a pupil is educable mentally retarded when he scores between IQ 79 and (55-50) on an individual psychological evaluation of general intelligence and is diagnosed as educable mentally retarded by a qualified school psychologist and placement in a class specifically

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for the educable mentally retarded is recommended by the psychologist. The diagnosis of mental retardation should be made only after consideration of data compiled through the utilization of qualified examiners and measurements relative to the social and emotional adjustment, educational achievement, medical condition, speech, vision, and hearing of the pupil.

Trainable mentally retarded: For educational purposes, a pupil is trainable mentally retarded when he scores between (55-50) and 30 on an individual psychological evaluation of general intelligence and is diagnosed as trainable mentally retarded by a qualified school psychologist and placement in a class specifically for the trainable mentally retarded is recommended by the psychologist. The diagnosis of mental retardation should be made only after consideration of data compiled through the utilization of qualified examiners and measurements relative to the social and emotional adjustment, educational achievement, medical condition, speech, vision, and hearing of the pupil.

A waiver placement procedure has been established for placement of pupils who have been diagnosed as educable mentally retarded, but who score above IQ 79 but not more than IQ 84 or who score less than IQ 50. Also a waiver placement procedure has been established for pupils diagnosed as trainable mentally retarded but who score greater than IQ 55 or less than IQ 30. In each case, diagnosis must be determined and placement recommended by a qualified school psychologist. Requests for such waivers must be filed on forms provided by the State Division of Special Education. Annual formal evaluation of pupils placed with waivers in classes for the educable and trainable mentally retarded is required. Failure to have waivers on such pupils places special class reimbursement on the total class in jeopardy.

educable class size

12.16 (5) Educable mentally handicapped children. The number of pupils and the chronological age range of pupils enrolled shall not exceed the sum of 20 provided that the chronological age range shall not exceed six years.

The maximum enrollment is 20 pupils if the chronological age range of pupils enrolled does not exceed one year. If chronological age range exceeds one year and is six years or less the maximum enrollment may be computed by subtracting the actual chronological age range of pupils enrolled from 20. Special class teachers of the educable mentally retarded must be appropriately certified.

Maximum Size for Educable Classes Based on Chronological Age Range

Chronological Age Range	-1	1	2	3	4	5	6
Maximum Class Size	20	19	18	17	16	15	14

trainable class size

12.16 (6) Trainable mentally handicapped children. Ten pupils, provided that the chronological age range shall not exceed eight years and provided that an additional five students may be enrolled upon the employment of an approved matron.

The enrollment limit is ten with consideration that the chronological age range does not exceed eight years. If a matron is employed, an additional five pupils may be enrolled for a total of 15 provided again that the chronological age range does not exceed eight years. Special class teachers of the trainable mentally retarded must be appropriately certified.

12.14 (12) Work Study Coordinators and Work Adjustment Coordinators.

work study coordinators

Work-Study Coordinator or Work Adjustment Coordinator. Employed to coordinate all aspects of the secondary program involving school and work experiences for handicapped pupils.

A Work-Study Coordinator or Work Adjustment Coordinator shall:

1. Engage in a secondary school structured program for handicapped pupils which includes school and work experiences.

2. Assume the responsibility of promoting, developing, and modifying curriculum areas oriented to socio-occupational development.

3. Assume the responsibility of promoting and developing work experience areas of a sequential nature from sheltered to competitive levels in on-campus and off-campus locales.

4. Provide liaison between the administration, teachers, parents, employers, and agency representatives in interpreting the school program and the needs of handicapped pupils.

5. Maintain individual records of pupil experiences and progress and make available this information to the necessary groups concerned (pupil, teachers, parents, and agency representatives).

6. Periodically evaluate various pupil experiences for the purpose of improving program structure.

7. Participate in joint conferences with the vocational rehabilitation counselor and the school staff in referral of applicants for rehabilitation services.

Speech handicapped.--

12.1 d. Children who "have an impediment in speech" shall include those children commonly identified as children with a communication handicap. They are those pupils with a disorder of communication, present when one has deviation in speech, voice, or language to the degree that it makes a difference: it interferes with self-expression, or ability to comprehend speech, or causes the individual to become maladjusted to his environ-

definition

ment. Speech deviations which do not fit one or more of these criteria are not considered to be of a handicapping nature but rather may be of a developmental nature or an expression of individuality. The speech handicapped pupils' special education needs shall be met through six distinct speech therapy services: identification, remediation, referral, resource, administrative, and research services.

This rule points out that the direct service of a speech clinician must be to pupils who are handicapped by a "speech problem". Because research has found that some problems can be prevented through programs of speech improvement in the regular classroom the rule allows consultative service to school personnel in designing and planning speech development and improvement programs. A comprehensive diagnostic evaluation is required to insure that handicapped pupils are served. The six services are defined as follows:

1. Identification services (provided to a general school population) consist of locating pupils with handicapping disorders of speech.

2. Remediation services (provided to speech handicapped pupils) consist of service appropriate to the disorder. Service consists of: periodic diagnostic evaluations; direct and indirect remediation activities through manipulations within the environment; conferences and counseling with parents, guardians, siblings, peers, teachers, administrators and other specialists providing complementary services to the pupil.

3. Referral services (provided to speech handicapped pupils) consist of referring speech handicapped pupils to professionally competent specialists or agencies when a pupil's problem indicates need for further evaluation or service either within or outside the school.

4. Resource (consultative) services (provided to parents and specialists involved in education of and service to pupils) consist of cooperative and coordinated participation in staffings for differential diagnosis and program planning for pupils and making available specialized knowledge pertinent to speech and language development and improvement. Assistance is available for guidance in speech development and improvement programs within the curricula structure of the schools.

5. Administrative services (provided to speech handicapped pupils and administrators) consist of careful planning and organization of the total clinical speech program to assure a comprehensive and continuous service. Scheduling of services, record keeping, case studies, and reporting are among the necessary activities in which a speech clinician must engage to assure effective and efficient operation of a program and service to pupils.

6. Research services (provided to speech handicapped pupils and professional colleagues) consist of analytic evaluations of needs, services, and programs and cooperation in studies pertinent to communication disorders which are conducted by others.

In order to provide services that pupils require, the speech clinician must be provided with equipment, materials and supplies such as an audiometer, tape recorder (or similar device), expendable supplies for stimulus activities, materials, stationary supplies and postage for correspondence, sensory and motivational stimulus materials, forms for records and reports, testing equipment and materials, professional reference library, and file and storage cabinets.

12.13 (4) Communication handicapped children:

a. For each pupil with a communication disorder who receives remediation services, a certificate of existence of the handicap, dated and signed by an approved speech clinician, shall consist of results of professionally reliable tests or evaluative techniques of articulation, hearing acuity, language, fluency, voice, prosody, and the peripheral speech mechanism.

diagnosis

b. Children shall be re-evaluated annually by an approved speech clinician.

c. Certificates shall be removed from the child's records upon completion of the therapy program.

12.14 (3) Speech Clinicians. Employed to provide clinical speech services necessary for identifying, planning, coordinating, and carrying out programs for speech, voice, and language handicapped pupils.

speech clinicians

A Speech Clinician shall:

1. Engage in a program of clinical speech services which include identification, remediation, referral, research, administrative and consultative services.

2. Conduct an annual speech adequacy screening of all pupils in one grade of each school served. A longitudinal screening plan which provides for consistency and continuity in ultimately obtaining a complete speech survey of the school population shall be designed.

3. Assume responsibility for the professional diagnosis of speech disorders.

4. Assume responsibility for designating the type of professional clinical speech services needed by pupils with speech, voice, or language handicaps.

5. Schedule clinical speech services no less than twice a week in each school served. The frequency with which each pupil is seen in this frame of reference shall be based upon his individual needs as determined by the speech clinician. The length of any service session shall be similarly determined.

6. Provide remediation service on an individual, small group, or combination individual-small group basis as appropriate to the needs of the pupil's handicap.

7. Schedule a portion of time for conferences, visits, planning and record maintenance. The equivalent of at least one half day each week, in addition to available time before and after regular school hours, shall be allowed for this work.

8. Prepare and distribute reports designed to inform parents, teachers, and other appropriate persons of the result of speech evaluations of pupils.

9. Maintain individual records of diagnosis and service for each pupil enrolled in a program of remediation services.

10. Prepare and distribute reports designed to inform parents and teachers of the progress made by a pupil enrolled for a program of remediation services.

11. Provide inservice education for teachers, school administrators and parents with respect to clinical speech services and consultative services with respect to the development and improvement of speech of the general student body.

12. In areas where Hearing Clinicians are employed, engage with them in a cooperative and coordinated effort to meet the needs of speech and hearing handicapped pupils; however, the Speech Clinician, in areas which have not employed qualified personnel to provide hearing services, shall have these additional responsibilities in the schools assigned to him:

    a. Objectively evaluate the hearing of all first grade pupils annually and pupils in other grades in a way which will insure a hearing evaluation for all other school pupils not less than once in every four years (for example, grades 1, 5, and 9).

    b. Annually administer pure tone threshold audiometric evaluations to pupils known to have significant hearing losses.

    c. Provide individual or small group service to hearing impaired pupils needing clinical speech services, auditory training or speech reading.

    d. Prepare and distribute reports designed to provide continuity of the above services to hearing handicapped pupils.

Visually handicapped.--

12.1 b. Children who "have defective sight" shall include those children commonly identified as visually handicapped. They are those pupils whose impairments, with maximum correction, does not permit them to make satisfactory use of regular instructional materials or techniques. definition

Visually handicapped pupils are commonly defined as:

Partially Sighted - having a visual acuity between 20/70 and 20/200 in the better eye with correction or glasses. These pupils are able to utilize vision in acquiring educational skills. Special equipment or materials such as optical aids or large type may assist these students.

Blind - total blindness is an obvious condition, easy to recognize and define, but lesser degrees of blindness are another matter. Any definition depends upon the purpose for which it is made. We, therefore, have "medical blindness," "legal blindness," "occupational blindness," "educational blindness," and so on.

For educational purposes a blind pupil is one whose vision is so impaired that he cannot be educated through visual methods. This category includes persons with light-dark and gross-form discriminations only, as well as the totally blind.

Legally, the blind are those who have a visual acuity of 20/200 or less in the better eye after maximum correction, or who have a visual field which subtends an angle of 20 degrees or less. Some children who are legally blind may read large type or even regular type and function as partially sighted.

Programs for the visually handicapped may be individual, itinerant or resource room.

12.13 (2) Visually handicapped children. Determination based upon a comprehensive evaluation by a licensed eye examiner.	diagnosis

A complete report by the examining eye specialist shall be required before special services or special class placement takes place. Records are to be kept on file and shall be submitted to the State Division of Special Education on request.

Pupils shall be re-evaluated as recommended by the eye specialist.

12.16 (2) Visually handicapped children. The number of pupils and the chronological age range of pupils enrolled shall not exceed the sum of fifteen.	class size

The maximum enrollment is 15 pupils if the chronological age range of the pupils does not exceed one year. When the chronological age range exceeds one year the maximum enrollment may be computed by subtracting the actual age range (rounded upward to the next full year) from 15.

Maximum Class Size for Visually Handicapped
Based on Chronological Age Range

Chronological Age Range	-1	1	2	3	4	5	6	7	8	9	10
Maximum Number of Pupils	15	14	13	12	11	10	9	8	7	6	5

Chapter V

SPECIAL SERVICE PERSONNEL

Special service personnel for the purposes of this document encompasses all personnel whose services are not generally limited or primary to a single handicapping condition. An exception to this would be the category of special consultants. While the general responsibilities are similar for all special consultants, in practice a consultant would be assigned to one handicapping condition, e.g., learning disabilities, visually handicapped, or mental retardation, rather than serving all handicapping conditions.

12.14 (1) Special Education Directors. Employed to administer, supervise, and coordinate a total special education program.

directors of special education

A Director of Special Education shall:

1. Be delegated authority for the administration, supervision, and coordination of all special education services and personnel within the school system or area served.

2. Be delegated responsible for the placement of pupils in special education programs approved and reimbursed by the State Division of Special Education.

3. Provide leadership in the development of policies which are unique to the area of special education.

4. Provide leadership in guiding school systems through the readiness stages in the establishment of programs of special education.

5. Be responsible for the continuous identification of pupils in need of special education services.

6. Be responsible for the development of uniform procedures of referral and follow up which facilitates prompt attention to and effective service for pupils in need of special education.

7. Be responsible for maintaining a system of records which contains essential information on each pupil in need of being served through special education.

8. Be responsible for establishing and maintaining channels of communication between special education staff members and other personnel.

9. Assist in obtaining applications for special education staff positions, with the interviewing of applicants, and in recommending applicants for employment.

10. Organize and participate in in-service educational programs for administrators, teachers, and other school personnel.

11. Utilize all available means of communication to inform school personnel and the public regarding the needs and services of special education programs.

12. Assist in the preparation of the budget and the allocation of funds for special education.

12.14 (2) Special Consultants. Employed to assist school administrators in carrying out programs for pupils in need of special education.

special consultants

The following Special Consultants may be employed:

1. Consultant, Clinical Speech Services
2. Consultant, Psychological Services
3. Consultant, Hearing Conservation Services
4. Consultant, School Social Work Services
5. Consultant, Physically Handicapped
6. Consultant, Mental Retardation
7. Consultant, Emotionally Disturbed
8. Consultant, Visually Handicapped
9. Consultant, Child Development
10. Consultant, Specific Learning Disabilities
11. Consultant, Deaf Education
12. Others to be approved by State Division of Special Education.

A Special Consultant shall:

1. Provide those direct services to pupils which are assigned to him and for which, by training and education, he is specifically prepared to perform.

2. Assist the school administrators in planning for and providing service to pupils requiring special education.

3. Recommend to teachers special instructional methods and materials and curriculum adjustments for pupils requiring special education.

4. Upon request, and when appropriately certificated, assist in the identification of students in need of special education services.

5. Assist with the development of public understanding and support for special education programs in the schools.

6. Assist in developing and maintaining liaison with agencies, organizations, and individuals in the community in order that local resources may be utilized to supplement the special education services of the school.

12.14 (4) School Psychologists. Employed to provide those psychological services necessary for the identification of pupils in need of special education services and for planning carrying out programs for them.

school psychologists

A School Psychologist shall:

1. Conduct individual psychological evaluations of pupils who manifest learning or school adjustment problems.

2. Interpret the findings of psychological evaluations and make recommendations to school personnel, parents, and when appropriate, to other agencies and specialists.

3. Certify the eligibility of pupils in appropriate areas for special education programs and periodically re-evaluate each program in relation to its effectiveness in meeting the needs of each pupil.

4. Serve in a consultative capacity to school personnel in regard to psychological implications of school policies, practices, and curriculum.

5. Develop and maintain contacts with community agencies and specialists in order that community resources may be utilized to supplement the psychological services in the school.

6. Promote public understanding and support of psychological services in the schools.

7. Provide in-service education for teachers and school administrators.

8. Annually evaluate and report to the employing school administrator the nature and extent of present psychological services and indications of present and future need for such service.

9. File a report to the State Division of Special Education, on forms provided, on every pupil examined.

12.14 (6) School Social Workers. Employed to serve handicapped pupils through group or individual case work practice, consultation with school personnel, and counseling of parents and pupils.

school social workers

A School Social Worker shall:

1. Engage in a program of social work services which include identification, remediation, referral and consultative services of the pupils with personal or social adjustment difficulties.

2. Develop individual social case studies of school pupils.

3. Interpret the findings of such studies and make recommendations to school personnel; to parents; and, when appropriate, to agencies and specialists.

4. Assist school personnel and parents in developing understanding of the pupil and of his problem, and assist in improving or alleviating the problem.

5. Assist in liaison activities between the school and community agencies and resources to facilitate and coordinate services to pupils requiring special education.

6. Assist with in-service education for teachers and school administrators.

7. Promote public understanding and support of social work in schools.

8. Annually evaluate and report to the employing school administrator the nature and extent of present school social work services and indications or present and future need for such services.

9. Assume responsibilities in identifying pupils having personal and social adjustment difficulties.

10. Support greater parent participation in school activities and facilitate parent teacher communication.

11. Through case work individually or with pupils in selected groups, assist in,

    a. Interpreting the concern of the school to the pupil and secure his cooperation in solving the difficulty in reference to the classroom setting and his relationships with his classmates.

    b. Providing a diagnostic assessment of the pupil in his social and intra-personal relationships, within the school, home, and community to determine how one relates to the other.

    c. Help the pupil use other specialized classes, programs, or services in the school or in the community, when this is needed.

12. Develop a schedule of regular visitation to schools being served.

13. Maintain individual records of diagnostic evaluation and service given for each pupil served.

Itinerant teachers.--

Itinerant Teachers are employed to serve handicapped pupils by providing special instruction to such pupils and by assisting the regular classroom teacher in meeting their pupil's special needs.

An Itinerant Teacher shall:

1. Familiarize school personnel with the function of and services available from the Itinerant Teacher.

2. Develop and maintain a close working relationship with all teachers involved in the regular instructional program.

3. Supplement the work of the regular classroom teacher, provide individualized instruction to the pupils and furnish materials and specialized equipment needed by the handicapped pupil in supplementing regular classroom instruction.

4. Develop an itinerary that will provide for the educational needs of the handicapped pupil.

5. Maintain an individual record of each pupil's handicapping condition and the educational implications of the handicap.

6. Teach specialized techniques to those pupils needing such skills.

7. Maintain and disseminate appropriate reports pertinent to the pupils enrolled in service.

8. Utilize, in a coordinated manner, the services of all school personnel.

Resource room teachers.--

Resource Room Teachers are employed to conduct the activities of a resource room and to provide thy special instruction necessary for handicapped pupils to achieve satisfactorily in a regular classroom.

A Resource Room Teacher shall:

1. Utilize resource room facilities, including special teaching methods, materials, and equipment, in providing regularly scheduled instruction to handicapped pupils enrolled for such service.

2. Develop and maintain a close working relationship with all personnel involved in the regular instructional program for the handicapped pupils.

3. Familiarize school personnel with the function of and services available from the resource room and resource room teacher.

4. Prepare necessary classroom materials in a form that will be usable to the handicapped pupil in the regular classroom.

5. Maintain an individual record of each pupil's handicapping condition and the educational implications of the handicap.

6. Assist teachers in determining the need for and frequency of special help for handicapped pupils.

7. Teach specialized techniques to those pupils needing such skills.

8. Maintain and disseminate appropriate reports pertinent to the pupils enrolled for service.